

## Friday Topic & Skill Breakdown

Caitlin Dean, Melissa Scott, Emily Walton, Kayla Carter, Lisa Keeler, Brian Kent

Please look at this draft of an organizational chart for our Fridays next year. We would like you to add what skills you think your grade level would be focusing on in each step. Please feel free to add more into the End Goals column and also in the first column describing the Step. For an idea of the whole process, [take a look at this Big6 Chart](#). For the younger grades, [you might like this chart instead](#). [This link describes the process in text](#) and is from BalancedEdTech which is a great resource for our Fridays.

**Side note:** A helpful conversation that our group had today is that Fridays can include mini-lessons (ex: how to evaluate internet sources) resulting in some helpful anchor charts that kids can use during Friday work time. Friday work sessions can also include a share time. *The day may be structured similarly to a writing workshop lesson!*

<p>Step 1 (Develop Topic)</p> <p><b>How to develop/identify interest:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curiosity Journal</a> (let's make our own)</li> <li>• Interview curious people</li> <li>• Brainstorming ideas</li> <li>• Developing questions</li> <li>• <a href="#">Think Pair Share</a></li> <li>• <a href="#">Making Thinking Visible</a></li> <li>• What do you want to learn about this topic?</li> </ul> <p><b>How to pursue interest:</b></p> <ul style="list-style-type: none"> <li>• Ideas on how answers might be found</li> <li>• How will you show what you learned?</li> <li>• How will you share with the world?</li> </ul> <p>End product of this step is to write a proposal (let's make our own)</p>	<p>Skills for Step 1</p> <p>Brainstorming ideas</p> <ul style="list-style-type: none"> <li>• Initially listing multiple topics, along with stating how the interest developed (assessing background knowledge vs. unknown/curiosity)</li> <li>• Developing and using evaluative questions (beginning with a template/graphic organizer)</li> <li>• Giving and receiving constructive feedback (using conferences, think/pair/share, etc.)</li> </ul> <p>Pursuing interest</p> <ul style="list-style-type: none"> <li>• Identifying resources</li> <li>• Evaluating resources</li> <li>• Organizing group work (recognizing strengths of individuals, identifying roles, accountability for everyone)</li> </ul>	<p>End Goals: From <a href="#">21st Century</a></p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Flexibility and Adaptability</p> <p>Global Awareness</p> <p>Initiative and Self-Direction</p> <p>Productivity and Accountability</p> <p>Leadership and Responsibility</p> <p>Resiliency and confidence to take risks</p>
--	---	--

<a href="#">Sample student proposal ideas</a> <a href="#">Ideas about student proposals</a>  <b>Documentation:</b> Proposal including a plan of action.  <a href="#">Documentation word list example</a> (let's make our own by grade level?)		
Step 2 (Dive into Topic)	Skills for Step 2	End Goals:
Step 3 (Share what you learned)	Skills for Step 3	End Goals: